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ABSTRACT

This planning grid for teaching visual arts in grade 7 in Delaware schools outlines the following six standards for students to complete: (1) students will select and use form, media, techniques, an processes to create works of at and communicate meaning; (2) students will create ways to use visual, spatial, and temporal concepts in creating works of art; (3) students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art; (4) students will understand the visual arts in relation to diverse cultures, times, and places; (5) students will reflect upon, describe, analyze, interpret and evaluate works of art and design; and (6) Students will understand the visual arts in relation to other disciplines. Each standard contains subsections and performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Visual Arts - Grade 7

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SO 033 718

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VISUAL ARTS UNIT PLANNING - GRADE 7

Standard 1: Students will select and use form, media, techniques, and processes to create works of art and communicate meaning.

A. Students will compare and contrast different types of media, techniques, and processes used to create various two-dimensional and three-dimensional art forms.

B. Students will compare and contrast the different effects created by various two-dimensional and three-dimensional media, techniques, and processes.

C. Students will develop and demonstrate control with media, techniques, and processes to create two-dimensional and three-dimensional works of art.

D. Students will select effective media, techniques, and processes to create specific effects in order to communicate an intended meaning or function in works of art.

E. Students will use media and tools in a safe and responsible manner.

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7.601 identify differences between types of media, techniques, technologies, and processes used to create various two-dimensional and three-dimensional art forms.																		
7.602 identify and name basic art techniques and processes including, but not limited to:																		
1. painting,																		
2. drawing,																		
3. sculpting/forming,																		
4. cutting,																		
5. gluing/fastening,																		
6. printing,																		
7. weaving, and																		
8. textile design.																		

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7.603	identify the differences between the effects created by various two-dimensional and three-dimensional media, techniques, technologies, and processes.																				
7.604	plan, select, and employ tools, materials, techniques, and processes to achieve effects that meet specific criteria.																				
7.605	create two-dimensional and three-dimensional works of art demonstrating increased control with media, techniques, technologies, and processes. Categories of tools, technologies, and materials must include, but not be limited to:																				
	1. scissors,																				
	2. adhesives,																				
	3. markers (water-based, non-toxic),																				
	4. paint (tempera, watercolor, acrylic),																				
	5. brushes (large, medium, small),																				
	6. pencils (graphite and colored),																				
	7. crayons,																				
	8. modeling compound(s),																				
	9. papers (multiple sizes, weights, and textures),																				
	10. fibers (yarn, string, cloth),																				
	11. chalk, pastels, and/or oil pastels,																				
	12. rulers and straight edges,																				
	13. staplers,																				
	14. templates,																				
	15. needles,																				
	16. hole punch,																				
	17. fasteners,																				
	18. cutting tools, and																				
	19. sculpting tools.																				

7.606	select effective media, techniques, technologies, and processes to communicate an intended meaning or function in works of art.																			
7.607	solve visual arts problems by creating computer generated works of art.																			
7.608	use media and tools in a safe and responsible manner.																			

VISUAL ARTS UNIT PLANNING - GRADE 7

Standard 2: **Students will create ways to use visual, spatial, and temporal concepts in creating works of art.**

A. Students will analyze how visual components of art and design are used to create different effects in their own works of art and works of others.

B. Students will apply the knowledge of the organizational components of art and design and analyze how they are used to communicate ideas.

C. Students will experiment with ideas, propose and formulate solutions to organizational and expressive problems in creating works of art and design.

D. Students will plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
7.609	identify warm and cool colors and explain emotional associations.																		
7.610	differentiate between opaque, translucent and transparent colors and their specific relationships to media and techniques.																		
7.611	recognize and use color symbolically, expressively, and realistically.																		
7.612	use color to give the illusion of distance.																		
7.613	use line to interpret directional movement and to develop a sensitivity to line direction.																		
7.614	discuss and identify emotional and symbolic qualities of line; continuous/broken, quiet/exciting, strong/weak, active/passive.																		
7.615	identify shapes which are related, noticing similarities or differences and /or symbolic meanings.																		
7.616	recognize atmospheric perspective.																		
7.617	recognize and use surface line, diminishing detail and shading to show an illusion of depth on a two-dimensional surface.																		
7.618	recognize the need to consider all space in a given arrangement.																		
7.6A19	use texture to show space.																		

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7.620	demonstrate ways to modify a work of art to produce variety: changes in size, shape, line, color and texture.																			
7.621	create patterns by repeating shapes and forms, lines, colors, and textures.																			
7.622	use perspective to create a center of interest.																			
7.623	translate observed repetition in nature.																			
7.624	experiment with ideas, propose, and formulate solutions to organizational and expressive problems in creating works of art and design.																			
7.625	plan, select, and purposefully use the visual and organizational components of art and design, symbols, and images to improve the communication of their own ideas in works of art.																			

VISUAL ARTS UNIT PLANNING - GRADE 7

Standard 3: Students will invent, select, evaluate, and use subjects, themes, symbols, problems, and ideas to create works of art.

A. Students will analyze the use of subjects, themes, symbols, problems, and ideas to communicate meaning in their own works of art.

B. Students will describe the origins of specific subjects, symbols, themes, problems, and ideas and explain why they are of value in their artwork and in the work of others.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7.626	analyze the use of subjects, symbols, and ideas as sources for content with intended meaning.																		
7.627	use subjects, symbols, and ideas for content with intended meaning in works of art.																		

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VISUAL ARTS UNIT PLANNING - GRADE 7

Standard 4: **Students will understand the visual arts in relation to diverse cultures, times, and places.**

A. Students will investigate the functions of the arts in society and ways the visual arts have an impact (e.g., social, political, economic, religious, individual).

B. Students will examine and differentiate characteristics of the visual arts in various cultures, times, and places.

C. Students will describe and place a variety of artists and works of art in their contexts in cultures, times, and places.

D. Students will analyze how art and artists influence each other within and across cultures, times, and places.

E. Students will speculate on how factors of time and place (e.g., climate, resources, ideas, technology) give meaning or function to a work of art.

		UNIT NUMBERS																	
	PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
7.628	identify functions of the arts in society and ways the visual arts have an economic impact.																		
7.629	identify how characteristics of artworks change according to various cultures, times, and places.																		
7.630	discuss how art forms are reflections of specific cultures, times, and places.																		
7.631	compare relationships of works of art to each other and cultures, times, and places.																		
7.632	identify factors that affect the production of works of art according to cultures, times, and places.																		

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VISUAL ARTS UNIT PLANNING - GRADE 7

Standard 5: **Students will reflect upon, describe, analyze, interpret and evaluate works of art and design.**

A. Students will compare and contrast different ways the visual arts provide unique modes for communicating ideas, actions, and emotions.

B. Students will understand and apply visual arts vocabulary when observing, describing, analyzing, and interpreting works of art.

C. Students will analyze the various relationships between form, function, and purpose in works of art and design.

D. Students will analyze different ways that human experience is reflected in contemporary and historic works of art.

E. Students will describe and compare a variety of individual responses to their own artworks and to artworks of others.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7.633	classify different ways the visual arts provide unique modes for communicating ideas, actions, and emotions.																		
7.634	practice and apply correct visual arts vocabulary when observing and describing works of art.																		
7.635	understand that aesthetics and ways visual arts are described and valued differ across cultures, times, and places.																		
7.636	analyze the relationship between form, function, and purpose in works of art.																		
7.637	compare and contrast different ways that the human experience is reflected in contemporary and historic works of art.																		
7.638	describe a variety of individual responses to their own works and the works of others.																		

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VISUAL ARTS UNIT PLANNING - GRADE 7

Standard 6: Students will understand the visual arts in relation to other disciplines.

A. Students will compare the characteristics of works in two or more arts disciplines (e.g., pattern, rhythm, balance, shape, space).

B. Students will distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are related to the visual arts.

C. Students will recognize and understand how the meaningful integration of visual and performing arts concepts and skills with knowledge in other disciplines provides essential tools for the work force and improves the quality of everyday life.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7.639	compare and contrast the characteristics of works in two or more arts disciplines (e.g., pattern, rhythm, shape, space).																		
7.640	distinguish and differentiate ways in which common principles and subjects of other disciplines in the curriculum are related to the visual arts.																		
7.641	recognize and value how the meaningful integration of visual and performing arts concepts and skills with knowledge in the other disciplines provides essential tools for the work force and improves the quality of everyday life.																		•

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